



Ministry of
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Ministry of
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Universities

Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister

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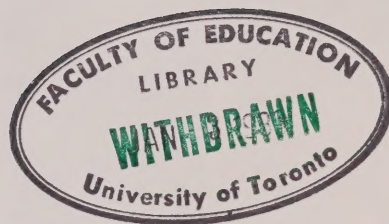
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After 8?

A Guide for Grade 8 Students and Their Parents



1983



Note to Counsellors and Teachers

Included in this book are activity sections that will help students become more involved in career planning. The first is a personal survey; it is followed later by a questionnaire testing students' career-planning knowledge. At the conclusion of the booklet is a series of general questions. These sections supplement the career information provided in the booklet and help students clarify some of their decisions and feelings about secondary and post-secondary education. Students may wish to discuss these sections with their counsellors and teachers.

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Student Activity: Personal Survey (Looking at Yourself)

My favourite school subjects:

School activities I enjoy:

Things I do not like to do (I do not find easy to do):

My future goals:

Check the following activities that interest you and tell why you like them:

- ☐ using tools
- ☐ reading
- ☐ building
- ☐ drawing
- ☐ working with my hands
- ☐ working with people
- ☐ making speeches
- ☐ writing
- ☐ helping others
- ☐ doing new things all the time
- ☐ being outdoors
- ☐ being around animals
- ☐ taking motors and mechanical things apart
- ☐ listening to music, singing, or playing an instrument

Other:

☐
☐

In choosing an occupation, I am interested in:
(Check your choices.)

- ☐ helping people
- ☐ using machines
- ☐ the amount of money I will make
- ☐ the degree of challenge involved
- ☐ the prestige attached to the occupation
- ☐ the variety involved
- ☐ working with my hands

Occupations that interest me:

Reasons why I think these occupations might suit me:

Occupations that I would *not* enjoy:

My subject choices for Grade 9:

Introduction

As a Grade 8 student you are nearing the end of one part of your school life, and you are just about ready to start another. In most areas of Ontario you will be entering a secondary school. As a Grade 9 student you will be starting a new phase of education called the *credit system*.

Your first impression of the credit system may be that you have many courses from which to choose, and you may wonder which ones are right for you. The credit system will allow you to find courses suited to your abilities. Since you are an individual, different from all other individuals in your class, your program may not be exactly the same as everyone else's.

Making choices need not be difficult. Both you and your parents are responsible for deciding which courses you will take. However, it will be wise to ask for advice. The principal, guidance counsellor, and teachers in your present school, as well as those at your new school, can help you.

This booklet summarizes most of the information you need to know so that you can get a general idea of how to select the sort of program that would suit you best. Study it with your parents and then discuss it with the teachers and guidance counsellor at your elementary school. They can give you some suggestions about your potential as it shows up in your report cards and your Ontario School Record. (By the way, you and your parents can see your Ontario School Record on request.) You should also try to take into account other types of information about yourself. For example, you might make a list of what you read, draw, watch on television, or talk about with your friends. That will help show what you are like and give your teachers a wider range of ideas to use as a basis for advising you about course selection.

Your teachers and counsellor may also want to know what plans you have for your future. It is possible that you already know exactly what you want to do with your life. In that case you should ask a guidance counsellor for help in finding out the entrance requirements for whatever field you have chosen. That will determine most of the courses you will need, but you would be wise to explore further and consider taking some courses that will introduce you to new interests and skills. You will be glad later if you do this.

It is more probable, however, that you haven't quite decided on what you want to do. In that case you will find that secondary school – particularly Grades 9 and 10 – will give you an opportunity to explore new fields, to find out what you like and are good at and perhaps also what you do not like. Remember that everything you learn adds to what you are as a person; don't be afraid of entering new fields of study.

You should not make hasty decisions; leave your options open. One way of closing yourself in is by dropping subjects that you might need for entry to a post-secondary institution. You can, of course, come back and pick up the extra course(s) later, but, when you are older, you might not like having to postpone the next step in your education while you do so.

You should, therefore, look at courses that will lead to a career, those that will give you a basis for personal interests, and, to some extent, those that will leave you free to make decisions later. There are, as well, some aspects of education that are necessary for living in our modern world. For example:

- Daily living requires a basic grasp of English, mathematics, and the sciences.
- French is becoming increasingly important in Canada.
- Physical fitness is important; in fact, if you are healthy and active, you will perform better academically.
- The increased leisure time of today's world requires preparation.

Your secondary school can provide courses that will help you develop in all of these areas. In most cases "your secondary school" will be the one nearest to you. In a few parts of the province, however, you may have some choice of schools. While you are still in Grade 8, ask your principal whether your area has any commercial or vocational schools or perhaps alternative schools. He/she can help you decide whether these might be of interest to you. In all schools, however, you will have enough choice to plan a program that is right for you and that can help you become all that you are capable of being.

Today's Secondary Schools

The credit system allows you to choose a secondary school program that is suitable for you and for your future. Because there is some choice, you may be worried about choosing the right courses. You will soon find, however, that the variety of courses available is an advantage. Keep in mind what your goals are (e.g., to pursue a specific occupation or a particular interest, or simply to find out more about yourself) and ask for advice. First of all, however, you should know something about the credit system and the kinds of programs that are available.

What Is a Credit?

One of the most frequently used words in secondary schools is *credit*. Usually one credit means that you have successfully completed a course for which at least 110 hours of class time have been scheduled. Although that sounds like a good many hours, you will find that it works out to about the time you would expect to spend on a course throughout an entire school year.

What Are Course Levels?

Most courses in secondary schools are taught at varying degrees of difficulty – that is, levels. Therefore, a course may be available at one or more of the modified, basic, general, and advanced levels. A school generally does not offer all courses at all four levels. The secondary school you are planning to attend will have course descriptions for you; read these carefully to see what each level means. Sometimes students overestimate their ability and select too many courses at too high a level. If you have progressed well in certain subjects, you may wish to take them at the advanced level; in other subjects you may want to enrol in courses at other levels.

What Is the Secondary School Graduation Diploma (SSGD)?

The Secondary School Graduation Diploma (SSGD) is the diploma awarded to a student who has successfully earned at least twenty-seven credits in secondary school. Most students qualify for an SSGD in four years (to earn the Secondary School Honour Graduation Diploma usually requires an additional year). During these four years (Grades 9 to 12) a student must earn credits in certain required subjects. These are:

In Grades 9 and 10

English	two credits
mathematics	two credits
science	one credit
Canadian history	one credit
Canadian geography	one credit

In Grades 11 and 12

English	two credits
Total:	nine credits

Of the twenty-seven credits (including the nine required subjects), three must be earned in each of the following four areas of study:

- Communications
- Social and Environmental Studies
- Pure and Applied Sciences
- Arts



You should realize that the division of subjects among these four areas will differ from one school to another. For example, graphic arts might be listed under *Arts*, *Pure and Applied Sciences*, *Communications*, or all three; you should find out which subjects are available and how they are listed in your school.

Here is one way in which subjects may be listed (but it may not be the same as the division of subjects in your school):

Communications: data processing, drafting, English, French, German, shorthand. (Note that the four required credits in English more than fill the requirements for Communications credits; students may take additional subjects in the Communications group if they wish to do so.)

Social and Environmental Studies: family studies (home economics), geography, history, retail merchandising, urban studies, world religions. (Canadian history and Canadian geography provide two of the necessary three credits in this area.)

Pure and Applied Sciences: accounting, auto mechanics, data processing, horticulture, industrial arts, mathematics, science. (As before, credits earned for required subjects may be used to meet the total you need in this area.)

Arts: family studies (home economics), floriculture, graphic arts, music, physical and health education, visual arts.

As the above shows, the division of subjects affects you in two ways. It will ensure some variety in your program (of which you may be very glad in later life), and, if you already know what career you want, it will allow you to specialize in such areas as business education, language, mathematics and science, social studies, the arts, or technological education. Most students wait until Grades 11 and 12, that is, until they are in the Senior Division, before they narrow their course choices down to a limited number of fields. Before you start to specialize, be very sure of what you want. Some variety in credits will allow you to change your mind.

What Is the Secondary School Honour Graduation Diploma (SSHGD)?

The Secondary School Honour Graduation Diploma requires six credits taken at the Honour level (Grade 13). Most students take a total of five years to earn the SSGD and the SSHGD, but it is possible for some students to do so in less time under an accelerated program approved by the principal and their parents.

In any case, if you are planning to take Grade 13, you should begin to plan for it early in your secondary school career. First, you should take as many credits at the advanced level as you can if you are to do well in the Honour Graduation courses. Second, many post-secondary institutions require specific credits at this level; the SSHGD is awarded for any six credits, but care in selection is needed to ensure admission to post-secondary programs where specific credits are required. You would be wise to find out about these requirements so that you will not cut yourself off from a field of study that might interest you.

You will find some information about post-secondary education in this booklet. In addition, while you are still in Grade 8, you may wish to take advantage of the resources of the Student Guidance Information Service (SGIS), which is now available in your school. This computer-based information retrieval system can give you detailed information on specific occupations, training requirements, and post-secondary institutions, as well as general information on such things as career trends, financial aid, the armed forces, and apprenticeship. There is a service called Vocational Interest Search (VIS) that will also be helpful once you have started secondary school. Ask your guidance counsellor about this service.

There are also some publications on post-secondary education that will help you. One of the most widely circulated booklets of this kind is *Horizons*, which summarizes programs available at many Ontario post-secondary educational institutions. As well, post-secondary educational institutions have course calendars, which you can see in your school's guidance office.

Is Employment Possible After Graduation?

Perhaps you are anxious to start working in a trade, business, or industry as soon as you finish secondary school. Even if you are absolutely sure of what you want, it is a good idea to leave some options open: that is, while you are in school, earn as many credits as you can. You can build on these later if you decide to improve your qualifications in the field you have entered or if you choose a different direction for your life altogether. Meanwhile, your secondary school course calendar will give you information about courses that provide you with marketable skills. They are listed under the heading "Technological and Business Studies". The calendar may outline the opportunities that are open to those taking these programs; if you need more information, however, a teacher or guidance counsellor will be able to help.

Where Do Occupational Programs Lead?

Occupational programs – sometimes called *vocational* programs – lead to a Certificate of Training after one or more years of successful work. If you take an occupational program, you may be interested to know that some apprenticeship programs require two years of secondary school, so that it is quite possible for you to take two years in an occupational program, qualify for a Certificate of Training, and then get a job as an apprentice, mainly in the services area. In this way you can begin to earn wages while you are learning the basic skills of a trade. The courses in an occupational program allow you to earn credits, so that it is possible for you to continue working for an SSGD through the occupational program or other programs in the school. Sometimes courses in the occupational program combine training in the school with experience on a real job. You will find more information about work-experience programs farther on in this booklet.

What Is Technological Education?

Technological education in secondary schools may prepare you for post-secondary studies or for work and further training in industry following graduation. Some technological courses provide overviews of a broad subject field; they will help you plan your future education and also satisfy a general interest in a particular technical area. If you are thinking about becoming a technician or technologist through post-secondary education, you may take courses in technological studies related to your field of interest. In addition to acquiring basic skills and knowledge, you will have opportunities to gain practical experiences that test your aptitudes in a particular field of technology. Other technological courses can provide apprenticeship or modular training credits towards further training in industry.

Under the Credit Training Program, commonly called Linkage, you can receive recognition for purposes of trade certification of your secondary school technical education courses. The program includes such occupations as general machinist, industrial millwright, construction millwright, baker, cook, hairstylist, retail meat cutter, major appliance repair technician, and motor vehicle mechanic.

What Is Business Education?

Business studies education, like technological education, may lead to a job or to post-secondary education following graduation. Studies in this area are useful not only in many occupations but also in everyday living. You will notice that many different business courses are listed in your high school course calendar.

Since there are many kinds of jobs available in modern business, different kinds of training are needed. The modern trend is for people to acquire not only a specific skill but also a broad understanding of the business world as a whole. The specific skill will assist you in acquiring part-time employment. As well, it can be used in a future occupation. This means that there are many interesting courses for you to look at within the business education field. Many schools offer credit courses at the general and advanced levels in accounting, data processing, marketing, and secretarial studies. Some business courses are offered at the other levels of difficulty as well. It is felt that some of these courses will benefit everyone.

What Is Co-operative Education?

In a co-operative education course you may spend up to two-thirds of the course in related work outside the school. These outside experiences vary considerably and may consist of a job in industry, in a store, in a community social service, or in any number of other fields. The experience is carefully chosen for its relevance to the courses you are taking at school and is planned to add knowledge and skills, which in turn contribute to the earning of a credit. The out-of-school learning should be co-operatively planned by the teacher and the work supervisor. The school is responsible for the monitoring and evaluation of the out-of-school component. Through co-operative education you can acquire the skills and knowledge you will need to succeed in a job, and you will be enriched through your active participation in a program outside the school.

What is Work-Experience Training?

You have probably noticed the term *work experience* in this booklet. It has become an important part of many secondary school courses. If you enrol in a course that includes work experience, you will spend one or two weeks during the school year in business or industry. Your job will be chosen for its relevance to your course. This arrangement will give you an opportunity to experience first-hand how the work you have been doing at school applies to a particular type of job. The main difference between work experience and co-operative education is in the time you spend outside the school.

If I Leave School, Can I Come Back Again?

The answer to that question is "yes". While no one will advise you to leave school (and it is usually better not to), some people have done so and returned at a later date after time spent working or travelling. Although it is sometimes difficult after an absence to fit into a regular schedule of classes, returning students often find that their time away has helped them to understand better the purpose of education. Often they return more interested and motivated than they would otherwise have been.

Attendance regulations now allow parents to apply for early school-leaving for children aged fourteen or fifteen. In such cases students are required to carry on a program prescribed by the Early School-Leaving Committee. Further information is available from principals or guidance counsellors.



Student Activity: Test Your Career-Planning Knowledge

The following quiz is designed to help you check your knowledge of career planning. The answers can be found on the following page.

Questions

A. Circle the correct answer (T = True; F = False)

1. A person's job(s) may have a great influence on his/her way of life.
2. Many occupations require a university degree.
3. Grade 8 is too soon for students to think about their future occupation(s).
4. Apprentices are paid while they learn.
5. Many women work outside of the home after marriage.
6. In today's world most people remain in the same job throughout their adult lives.
7. Women are now working at many jobs that were once held only by men.
8. There is only one "right job" for you in terms of your ability.
9. Entering an occupation is the only way you can find out whether you would like working in that field.
10. People have the ability to do well in many different jobs if they set their minds to it.

T F

T F

T F

T F

T F

T F

T F

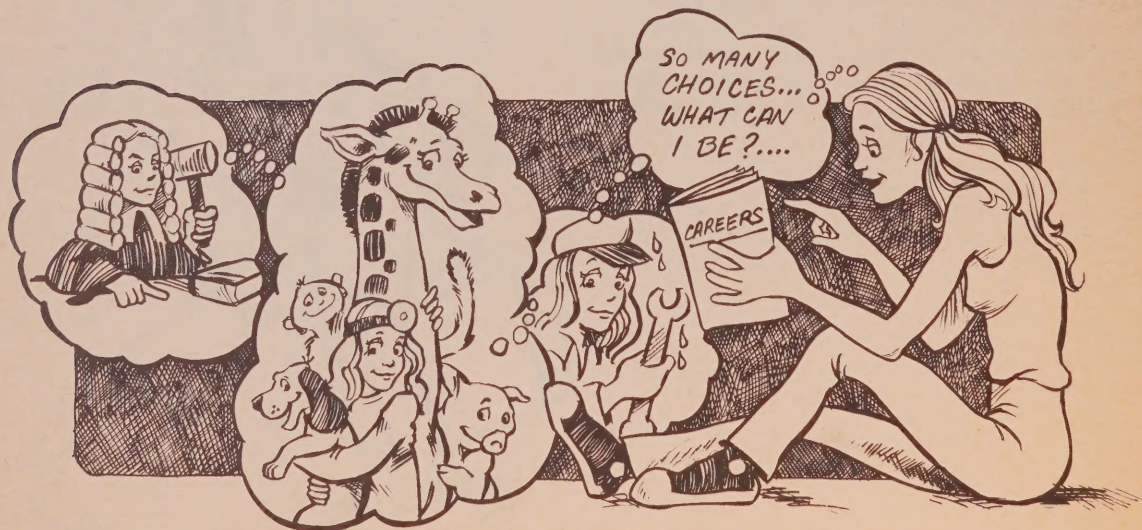
T F

T F

T F

B. For each of the following questions, choose one answer from (a), (b), or (c).

11. Which one of the following is the best way to begin career-planning?
 - a) Look at what is available on the job market.
 - b) Decide what it is you consider most important in life.
 - c) Take tests to find out what you should do.
12. If you are interested in many occupations and cannot make up your mind, you should first:
 - a) try out as many jobs as you can.
 - b) try one and, if you like it, stick with it.
 - c) find out more about what each occupation is like.
13. What will the work force probably be like ten years from now?
 - a) There will be more jobs for unskilled workers.
 - b) More jobs requiring technical skills will be available.
 - c) A university education will be needed for most jobs.
14. You are interested in a career in _____
(fill in the blank)
How would you get some information about this career?
 - a) Talk to someone working in the area of your career choice.
 - b) Read a book about your career choice.
 - c) Talk to your friends.
15. Which of the following is probably the best way for you to find out whether you would like a certain type of work?
 - a) Ask a teacher or counsellor.
 - b) Get a Student Guidance Information Service (SGIS) print-out.
 - c) If possible, talk to a person working in the occupation that is of interest to you.



Answers

1. *True.* People's jobs may influence where they live, with whom they associate, and what they do for recreation.
 2. *False.* The employment trend presently indicates that approximately one-quarter of all job openings will require university training. You should consider your goals very carefully.
 3. *False.* It is wise for students to do some preliminary exploring of occupations. Investigating some of the occupations you have dreamed of doing might be a start. Being aware of the many occupational choices available can be helpful.
 4. *True.* Apprentices are paid a percentage of current journeymen's* wages. This is a reversal of the usual arrangement in which you pay for your own training.
 5. *True.* Many women continue to work after marriage; also, many return to the work force after child-bearing. Today, women make up approximately 42 per cent of the work force.
 6. *False.* The average person will change jobs at least six times during his/her lifetime. Frequently a change in jobs will require new skills and/or a need for additional training. Planning in advance will certainly help.
 7. *True.* Women workers today have much greater freedom of choice than in the past.
 8. *False.* Your abilities may qualify you for several jobs, which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your lifetime, resulting in different preferences in work.
 9. *False.* There are a number of ways of determining whether you would like a particular occupation: reading articles and books on careers, talking with people in the occupation, and actually working on the job.
 10. *True.* Desire, ambition, and hard work help many people achieve their goals. However, it should be noted that many jobs demand a mastery of specific skills that must be acquired or physical attributes that must be possessed.
11. (b) Determining what you would like to do should be the starting point; the other steps mentioned will add direction to this.
12. (c) While gaining practical experience by actually doing a job is a good idea, it is not always possible. Try to get as much information as you can by reading. It would also be a good idea for you to make an inventory of your interests while you are still in high school.
13. (b) The skill requirements for jobs are rising each year; as a result, your chances of success are far better if you have a needed vocational skill, which may be acquired through apprenticeship, on-the-job training, or study at a community college, university, or private vocational school.
14. (a) If you get a chance, talk to a person who is employed in an occupation of interest to you and find out about the training required. You should also explore other occupations that are similar to those in which you are interested.
15. (a) You will get information on the kind of training required, what a person in the occupation of your choice does, and the current need for workers in this field. After talking to someone, (b) and (c) would be useful as a follow-up.

*"Journeyman" is the legislative term. In this document, it is used to refer to both women and men.

Alternatives and Variations

What Educational Possibilities Exist Outside the Regular Secondary School?

You and your parents should be aware that a number of alternatives to regular secondary school are available. Some of these alternatives are combined with regular programs, while others are substitutes. All provide recognized credit courses. While you may not need the following information immediately, it may prove generally helpful in planning for the years ahead.

Correspondence Courses

Correspondence courses are provided free of charge by the Ministry of Education to eligible Ontario residents. Senior students attending a secondary school may enrol in such courses, with their principal's permission. These courses, which may be started at any time of the year, are ideal for persons who are able to work independently and want to learn at their own speed. Further information is available from: Correspondence Education
Ministry of Education
909 Yonge Street
Toronto, Ontario M4W 3G2
Telephone: (416) 965-2657

Night School

Night school is intended to provide adult students with opportunities for continuing their education. Day students who wish to add to or enrich their daytime program may enrol in night school under certain conditions.

These programs are not suitable for all students. The responsibility to learn and study is placed on the student, and there is less direct pressure to perform than there is in day school. It is assumed that the adult student is there because he/she wants to learn.

In addition to credit courses many night schools offer attractive non-credit courses for personal interest or enrichment. Some secondary school students pursue hobbies through such courses. However, a student with a full day-school program should be cautious about assuming additional studies. Local school boards or secondary schools can provide further information.



Summer School

Summer-school courses were originally set up to enable students to repeat subjects required for promotion to the next grade. These programs have now been expanded to include diploma-credit, personal-interest, and recreational courses. It is possible to accumulate credits at summer school in order to complete the requirements for the Ontario Secondary School diplomas (Graduation or Honour Graduation). Some above-average students may wish to do so to accelerate their personal program. Ideally, summer study programs should be carefully discussed with school personnel. Local school boards or secondary schools can provide further information.

Private Schools

There are over two hundred private schools in Ontario. They are supported solely by student fees and financial endowments from private individuals and firms. Many offer programs leading to the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma. Any school intending to grant diploma credits has to request inspection by the Ministry of Education.

Some private schools are residential; others enrol day students only. The costs can be high, especially for residential schools.

Private schools vary in style and emphasis. Some stress strict discipline; others lean towards free expression. Sports, the creative arts, or religion may be emphasized to differing degrees, depending on the school. A list of private schools is available from:

Communication Services Branch
Ministry of Education/Ministry of Colleges and Universities
Mowat Block, 14th Floor
Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

What About Credits for Older Students?

Credits are often granted to mature students in recognition of experience gained outside the school – jobs held or courses taken, for example. To qualify as a mature student, an adult must have been absent from school for at least one year. Further information is available from school boards and from the guidance offices of secondary schools. Copies of the government publication *Today's Secondary Schools: Credits Where Credits Are Due* are available from the Communication Services Branch at the address given under "Private Schools" above.

Post-secondary Education in Ontario – University, College, or Apprenticeship?

It may be some time before you decide definitely on what you will do after you leave secondary school. Nevertheless, you should keep the various possibilities in mind when you are selecting your high school courses. This section will give you an overview of the choices available to you. It would be a good idea to go over this section with your parents and then perhaps talk to a teacher or guidance counsellor about it.

Ontario's universities, community colleges, private vocational schools, and many apprenticeship programs offer students a wide range of learning opportunities. University education teaches students to develop their academic abilities, personal judgement, and self-discipline through independent research and study. Some undergraduate programs are directly job oriented. The government of Ontario supports fifteen universities, as well as Ryerson Polytechnical Institute and the Ontario College of Art.

The twenty-two colleges of applied arts and technology are designed to prepare young people for the work force. Business, industry, and government rely on both colleges and universities as sources of qualified personnel.

Registered private vocational schools in Ontario are privately owned, profit-making organizations that offer a variety of programs and courses aimed at providing students with the skills and practical knowledge necessary for employment.

Apprenticeship programs are intended for those who wish to work in the skilled trades. Apprentices train on the job with an employer and under the direction of qualified tradespeople. They are paid by the employer while learning and also receive classroom instruction, usually at a college of applied arts and technology.



Ontario Universities

<i>University</i>	<i>Location</i>	<i>Full-time undergraduate enrolment 1981-82</i>
Brock	St. Catharines	2 573
Carleton	Ottawa	7 819
Guelph	Guelph	8 670
Lakehead	Thunder Bay	2 355
Laurentian	Sudbury	2 880
McMaster	Hamilton	8 990
Ottawa	Ottawa	10 386
Queen's	Kingston	9 865
Toronto	Toronto	28 100
Trent	Peterborough	2 254
Waterloo	Waterloo	14 495
Western Ontario	London	16 458
Wilfrid Laurier	Waterloo	3 802
Windsor	Windsor	6 847
York	Toronto	11 624
Ontario College of Art	Toronto	1 344
Royal Military College	Kingston	672
Ryerson Polytechnical Institute	Toronto	9 047

Admission to University

A 60 per cent average in six Grade 13 credits is a minimum entrance requirement for universities. Some Ontario universities also admit a few outstanding Grade 12 graduates each year. Students interested in an honours degree or in a program leading to a profession will need better-than-average marks.

To enter professional programs such as law, medicine, dentistry, teaching, and library science, students require an undergraduate degree or related undergraduate study. Good marks are particularly helpful, because there are often many more applicants than places for them.

A preliminary year at university is an alternative to Grade 13 at a secondary school. It is open to highly qualified Grade 12 graduates who wish to complete one year of study in a university setting before starting the first year of a program.

Some universities admit students to certain programs in January as well as in September. This may be of special interest to students in a semestered secondary school.

The Cost of Attending University

Annual fees (including tuition and incidental fees) range from about \$1025 to \$1170 in arts and science, \$1200 to \$1384 in engineering, and \$1335 to \$2070 in medicine. In estimating the cost of a year at university, students should also allow for residence or board and lodging fees and incidental expenses such as books, personal needs, and entertainment. For information on meeting the costs of post-secondary education, see "Financing an Education", page 15.

Ryerson Polytechnical Institute

Ryerson offers thirty-three day-school programs in the area of arts, applied arts, business, community services, and technology. The length of these programs varies between two and five years. Twenty-two of these programs lead to bachelor of applied arts, technology, or business management degrees, while the remainder lead to diplomas or certificates.

For admission to most of Ryerson's diploma and certificate programs, students require an Ontario Secondary School Graduation Diploma (Grade 12, twenty-seven credits) with certain specific prerequisites. Many of the degree programs require an Honour Graduation Diploma, which is granted to a student who has earned a minimum of six Honour credits. The tuition for a two-term academic year at Ryerson is \$866.50.

The Ontario College of Art (OCA)

OCA awards its graduates a diploma after four years of study. The OCA diploma is widely recognized in the design and commercial art worlds. An interview is required for admission to OCA. Applicants must have a Secondary School Graduation Diploma and are usually asked to submit samples of their artwork. The tuition for a two-term academic year at OCA is \$910.

The Royal Military College of Canada

The Royal Military College of Canada educates and trains officer cadets and commissioned officers for a career of effective service in the Canadian forces. There are two plans of admission for those desiring to be Royal Military College officer cadets: the Regular Officer Training Plan (ROTP) and Reserve Entry Training Plan (RETP).

Under the ROTP the full cost of attendance at the college is paid by the Department of National Defence; the entrant undertakes to serve at least four years after graduation in a regular component of the Canadian forces. Under the RETP the entrant pays a portion of the costs for tuition, room, and board and is granted a commission in the Reserve Forces on graduation. In addition, Reserve Entry cadets obtain summer employment with the Canadian forces, for which they are paid. The cost for a two-term academic year under the RETP is approximately \$2800. Admission requirements are outlined in *Horizons*.

Ontario Colleges of Applied Arts and Technology (CAATs)

Since 1965 twenty-two "community colleges" have been created in Ontario with more than ninety campuses in both large and small communities. Programs are offered in such areas as business, technology, applied arts, and health sciences. These colleges train students for jobs and have been successful in finding employment for their graduates in industry, business, and government.

This year the CAATs have an enrolment of more than 81 600 full-time students in certificate and diploma programs, in addition to those in apprenticeship. Yearly part-time registration in courses geared to the needs and interests of young people and adults in the local community has reached approximately 600 000.

Admission to Colleges of Applied Arts and Technology

The following persons are eligible for admission:

- holders of an Ontario Secondary School Graduation Diploma obtained at the end of Grade 12;
- holders of an Ontario Secondary School Honour Graduation Diploma obtained on completion of Grade 13;
- mature students: those who have attained the age of nineteen years on or before the date of commencement of the program of instruction in which they plan to enrol.

Students will be admitted to the colleges of applied arts and technology in the following order of preference:

- permanent residents of Ontario;
- permanent residents from other Canadian provinces;
- overseas students from Commonwealth countries;
- students from other foreign countries.

The Cost of Attending a Community College

The annual tuition fee is approximately \$495 for two semesters, depending on the program. The community colleges were planned to be within commuting distance of the main population centres. Therefore, little provision has been made for residence accommodation, although it is provided in some areas. Students who plan to live away from home while attending college should add the cost of board and lodging to their tuition fees.

Colleges of Applied Arts and Technology

<i>College</i>	<i>Main campus</i>	<i>Full-time enrolment as of Nov. 1, 1981*</i>
Algonquin	Ottawa	9212
Cambrian	Sudbury	3430
Canadore	North Bay	2044
Centennial	Scarborough (Metro Toronto)	5929
Conestoga	Kitchener	3833
Confederation	Thunder Bay	2438
Durham	Oshawa	2164
Fanshawe	London	6947
George Brown	Toronto	8452
Georgian	Barrie	3006
Humber	Etobicoke (Metro Toronto)	9473
Lambton	Sarnia	1724
Loyalist	Belleville	2125
Mohawk	Hamilton	7120
Niagara	Welland	3685
Northern	South Porcupine	1684
St. Clair	Windsor	4966
St. Lawrence	Kingston	4972
Sault	Sault Ste. Marie	1952
Seneca	North York (Metro Toronto)	9041
Sheridan	Oakville	6181
Sir Sandford Fleming	Peterborough	3428

*Each figure represents the total of post-secondary, adult training, short programs, and apprenticeship enrolments.

What Is Apprenticeship?

Apprenticeship, still one of the most practical methods of learning, has a long and distinguished history. For example, a notable figure in Canadian history, Sir Sandford Fleming, apprenticed as an engineer and surveyor in Scotland and went on to become the principal architect of the Canadian Pacific Railway. He also designed the first Canadian postage stamp and brought order to the world's clocks with the introduction of standard time.

Apprenticeship is open to both men and women. For example, more and more women are registering as apprentice hairstylists, cooks, industrial millwrights, motor vehicle mechanics, and so on. For young men and women who want long-term jobs that are challenging, interesting, and rewarding, apprenticeship in the skilled trades may be the answer. Apprenticeship training is available in more than three hundred construction, industrial, motive-power, and service trades.

In Ontario, industry, labour, and government work together to provide apprenticeship training for those wishing to pursue a career in the skilled trades. However, the initial task of finding an apprentice's position with an employer and then registering with the Operations Branch of the Ministry of Colleges and Universities is still up to the individual student. An increasing number of employers and industries are insisting that apprentices have at least Grade 12 or twenty-seven credits, although it is still usual for most trades to admit applicants at sixteen years of age with Grade 10 or fourteen credits.

Apprenticeship involves a combination of classroom instruction, usually at a community college, and on-the-job training by a qualified tradesperson. The apprentice is paid by the employer during the training period.

Depending on the trade, the apprenticeship period lasts between two and five years. Students who hold certain technical and/or academic credits from secondary school or college beyond the entry requirements of the individual trades may be exempted from some of the in-school portion of the apprenticeship training.

On successful completion of the training period an apprentice is eligible to receive a Certificate of Apprenticeship and, depending on the trade, a Certificate of Qualification. In some trades the apprentice must pass a final examination to qualify.

Certain trades have interprovincial standards; a final examination mark of 70 per cent or more earns the newly qualified journeyman permission to practise in the other provinces that participate in the Interprovincial Red Seal system of registration.

For your free copy of *Apprenticeship and You*, which outlines some of the more popular trades, contact the Ministry of Education/Ministry of Colleges and Universities at the address and telephone number given on page 10.

Registered Private Vocational Schools

Many private vocational or trade schools offer a variety of skill-training courses, which may be taken either in school or by correspondence. These schools, supported by students' fees, must be registered under the Private Vocational Schools Act, 1974. The *Directory of Registered Private Vocational Schools* and a pamphlet entitled *What You Need to Know About Training Programs in Private Vocational Schools* can be obtained free of charge from the Ministry of Education/Ministry of Colleges and Universities at the address and telephone number given on page 10.

Specialized Programs Offered at Other Kinds of Post-secondary Institutions Across the Province

In addition to the Ontario Agricultural College at the University of Guelph, Ontario has four colleges of agricultural technology:

- Centralia College is located just north of London and offers two-year diploma courses in agricultural-business management, animal-health technology, food-service management, and consumer and community studies.
- Kemptville College, 50 km south of Ottawa, offers post-secondary courses leading to diplomas in agriculture, food, and home economics.
- New Liskeard College is located about 160 km north of North Bay. A two-year diploma in agriculture is offered in the areas of farming technology, equine technology, and agricultural technology.
- Ridgetown College is midway between London and Windsor and 32 km from Chatham. It offers three two-year programs in agricultural production and management, agricultural laboratory technology, and agricultural business and commerce.

The Niagara Parks Commission School of Horticulture at Niagara Falls offers practical knowledge and training in general horticulture, including botany, aboriculture, floriculture, and landscape art.

The Canadian Memorial Chiropractic College, Toronto, offers a four-year program leading to graduation as a Doctor of Chiropractic. For admission students must have two years of university with courses in biology, inorganic and organic chemistry, and psychology.

The Toronto Institute of Medical Technology offers two-year programs in diagnostic radiography, respiratory technology, cytotechnology, medical laboratory technology, and nuclear medicine technology. A one-year medical-laboratory-assistant program is also offered by the institute.

Other Training Programs

Students who wish to pursue a career in certain professions must contact the association or institute of their choice for information on admission requirements, fees, and programs.

These professional associations include:

- Association of Ontario Land Surveyors
- Canadian Institute of Traffic and Transportation
- Certified General Accountants' Association of Ontario
- Institute of Canadian Bankers
- Institute of Chartered Accountants of Ontario
- Institute of Chartered Secretaries and Administrators
- Life Underwriters' Association of Canada
- Real Estate Institute of Canada
- Society of Management Accountants of Ontario

A specialized form of training is provided by the Transport Canada Training Institute in Cornwall. It prepares trainees for such aviation careers as air-traffic controller, meteorologist, and radio operator. For detailed information about the application procedures and requirements, contact: Regional Staffing Officer, Career Information, Transport Canada, Suite 300, 4900 Yonge Street, Willowdale, Ontario M2N 6A5. Flight attendants are usually trained by the major airlines.

The Canadian government is actively involved in personnel training in many areas such as national defence and the Canadian Coast Guard's Officers' Cadet Training under Transport Canada. More information about careers in the armed forces or the Canadian Coast Guard may be obtained from the nearest recruiting office of the Canadian armed forces.

Financing an Education

Is Financial Assistance Available to Help Students Complete High School?

Many companies, service clubs, veterans' groups, and other organizations offer awards or bursaries for students. Information on such awards is available from secondary school guidance counsellors.

How Do Students Meet the Costs of Post-secondary Education?

Financing an education after secondary school can pose a real problem for many students. Some students get help from parents; some work part time; some get loans and grants from the provincial government. Most students use summer-job savings to help pay their way or to supplement other assistance. Secondary school students planning to attend college or university are well advised to start saving a few years ahead of time.

For students going on to post-secondary education, possible sources of financial assistance include:

- *Ontario Student Assistance Program (OSAP)*. This program is intended to help students who need financial assistance to further their education. Academic excellence is not a primary qualification. An evaluation of family financial circumstances is necessary in order to decide who qualifies for assistance and the amount of the award. OSAP consists of four plans. Students may apply for a grant, which does not usually have to be repaid, from the Ontario Study Grant Plan and for additional loans through the Canada Student Loans Plan or the Ontario Student Loans Plan. Repayment of the loans, with interest, does not begin until six months after the student graduates or drops out. Particularly needy part-time students may apply for non-repayable bursaries from the Ontario Special Bursary Plan.
- *Scholarships*. Outstanding students are eligible for scholarships, which are based primarily on academic achievement. Financial need is not normally a factor. The Student Awards Office at a post-secondary institution can provide information on available scholarships.

Can Post-secondary Students Combine Work and School?

Many students are now alternating periods of work with periods of school. Many post-secondary students get summer jobs. Some work part time during the academic year. Some alternate work and study periods in co-operative programs. Institutions offering co-operative programs include the University of Waterloo, Wilfrid Laurier University, Brock University, Fanshawe College in London, and Mohawk College in Hamilton. Co-operative programs provide an opportunity for the student to mature and to obtain job experience through alternating periods of study and work.

There are various arrangements to help the student who wishes to alternate work and study. For instance, the University of Guelph has a trimester system with entry in September, January, and April. Carleton University, the University of Waterloo, and York University also admit students in January as well as September. An increasing number of universities are developing programs that permit part-time study towards a degree.



Further Information About Post-secondary Education

Parents and students should consult principals and guidance counsellors for further information and advice. Helpful publications include the calendars of individual post-secondary institutions and the publications listed in the section that follows.

Selected Reference Publications

The publications listed below are available free of charge from:

Communication Services Branch
Ministry of Education/Ministry of Colleges and Universities
Mowat Block, 14th Floor
Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Apprenticeship and You

This guide to apprenticeship programs in Ontario contains descriptions of regulated and non-regulated trades.

Colleges of Applied Arts and Technology Programs (CAAT Chart)

A listing of programs at Ontario community colleges in chart form.

Directory of Registered Private Vocational Schools

A partial list of courses offered by registered private vocational or trade schools in Ontario.

Financial Assistance for Students

A bilingual folder outlining the grants, loans, bursaries, fellowships, and scholarships available for Ontario post-secondary students.

*Horizons**

A guide to post-secondary education in Ontario including admission requirements, fees, courses offered, and other relevant information. (Also available in French under the title *Tour d'horizon*.)

Regional Schools for Nursing Assistants

A pamphlet describing the duties of a registered nursing assistant as well as the admission requirements and selection procedures for those who wish to enter the program in Ontario.

Some of the following publications will be available in secondary school guidance offices, public libraries, and at college and university admission offices and libraries. Specific sources are listed below.

Career Information: A Bibliography

A series of nine books containing annotated listings of Canadian materials on a wide range of occupations. For information on availability contact:

Guidance Centre
Faculty of Education
University of Toronto
252 Bloor Street West
Toronto, Ontario M5S 2Y3

Career Selector (Free)

Contains data on over 150 careers (the nature of the work involved, training, qualifications, remuneration, etc.).

Available from:

Women's Bureau
Ministry of Labour
400 University Avenue
15th Floor
Toronto, Ontario M7A 1T7



*Includes *Apprenticeship and You*, *CAAT Chart*, and *Directory of Registered Private Vocational Schools*

Careers Canada (\$1.00 per booklet)

A series of booklets designed to help students in search of a career. Available from:
Occupational and Career Analysis and Development Branch
Canada Employment and Immigration Commission
Place du Portage
Ottawa, Ontario K1A 0J9

Careers Ontario

A series of provincially oriented leaflets providing information on approximately 650 careers. See your guidance counsellor for copies or contact:
Occupational and Career Analysis and Development Branch
Canada Employment and Immigration Commission
Place du Portage
Ottawa, Ontario K1A 0J9

College and University Programs in Canada (Free)

Available from:
Occupational and Career Analysis and Development Branch
Canada Employment and Immigration Commission
Place du Portage
Ottawa, Ontario K1A 0J9

Directory of Canadian Universities (\$9.00)†

Contains basic information on sixty-nine Canadian universities and their affiliated colleges, a listing of research institutes, and a comprehensive table of university programs. Available from:
Association of Universities and Colleges of Canada
151 Slater Street
Ottawa, Ontario K1P 5N1

Occupational Information Monographs and Checklists

This checklist of leaflets on some 200 careers is free. The individual leaflets each cost \$1.10; the complete set costs \$75.00. Available from:
Guidance Centre
Faculty of Education
University of Toronto
252 Bloor Street West
Toronto, Ontario M5S 2Y3

Peterson's Annual Guide to Undergraduate Study
(\$15.50 U.S.)

Contains complete information on universities in Canada and the United States, including charts of programs, financial aid, and entrance requirements. Available from:
Book Order Department
Peterson's Guides
228 Alexander Street
Princeton, N.J. 08540
U.S.A.

Student Guidance Information Service (SGIS)

This service provides information on approximately 1000 occupations, along with the educational requirements for those occupations. Ask your guidance counsellor or teacher about this service, which is available to all Grade 7 and 8 students.

Study Abroad (\$17.00)

Contains information about international scholarships and courses and provides a directory of study opportunities at the university level throughout the world. Available from:
Renouf Publishing Co. (Ontario) Ltd.
211 Yonge Street
Toronto, Ontario M5B 1M4

†Subject to change

Student Activities

Facts and Figures

1. A credit is earned when a student successfully completes a course for which a minimum of _____ hours has been scheduled.
2. In order to gain an SSGD a student must successfully complete a minimum of _____ credits.
3. In order to get the SSHGD a student must earn a minimum of _____ Grade 13 credits.
4. _____ credits must be obtained in each of the four areas of study.
5. The four areas of study are:

6. List the required subjects for Grades 9 and 10.

7. What is meant by “degrees of difficulty” or “levels of difficulty”?

8. Explain the following terms briefly.

- Certificate of Training
- business education
- technological education
- work experience
- co-operative education
- early school-leaving
- apprenticeship

9. What do these letters mean?

- OCA _____
- OSAP _____
- SGIS _____
- CAAT _____
- ROTP _____

Looking Ahead

1. List five occupations that may be in demand when you leave school.
2. What are some of the new developments that may take place in the years ahead that will provide new or different occupations?
3. What are some developments in Canada and the world that are taking place *now* that may affect your career planning?
4. Is it reasonable to ask a student in Grade 8 to plan his/her future?
5. How can a parent assist a student in Grade 8 to plan his/her future?

What Do You Think?

1. What are some important clues that can be used to help you make decisions on careers and courses?
2. Should you listen to your friends’ advice when choosing your courses?
3. What is meant by the word *success*?
4. Why are some people more successful in a job than others?
5. In your opinion, what personal characteristics (talent, interest, training) would lead students to choose the following occupations, and what would they enjoy about the work: computer operator, dietician, author, funeral director, banker, garbage collector, laboratory technician, doctor, musician, auto mechanic?

What Should These Students Do?

The following questions may help you as you consider the case studies outlined on the next page:

1. How is the person doing in school so far? (achievement)
2. What kinds of things does this person like to do? (interests)
3. What skills does this person have now? (abilities)
4. What are some realistic career alternatives for this person? (career goals)
5. What secondary school or other courses will be most helpful to this person? (educational plan)

Francine is doing well in school, especially in mathematics and music. She is seriously thinking of studying electronics technology at college when she finishes secondary school. For Christmas she was given a microcomputer and has done some simple programming with it. Her best friend thinks it would be better to opt for training as a word-processing operator and avoid the years of study that Francine's choice would involve.

Tony has shown some exceptional aptitudes (his teachers have all noted that he is very articulate and "has a way" with words), and he has had very high marks throughout elementary school. Yet, now that he is about to begin high school, Tony seems bored and shows more interest in girls and in his part-time job at a gas station than in his studies. Tony has no idea of what he would like to do and doesn't know what subjects he should take next year.

Kim lives with her mother. Her older brother is an apprentice electrician and also lives at home. Kim is doing well in school and has a job as a waitress on weekends. For some time she has been dreaming of going to university to major in psychology or sociology but feels that she would not be able to cope with the costs involved.

Shane finds academic subjects difficult, especially mathematics and English. He reads only the books that are required reading and hurries through them so that he can get back to one of his many private projects. He has enjoyed making things from an early age, and he likes working with his hands. Shane repeated Grade 5 and finds Grade 8 quite difficult. He thinks that he will probably quit school when he turns sixteen.

Maurice has been physically disabled since he was in an automobile accident several years ago. He is in a wheelchair but has full use of his hands and upper body. His best marks are in history, geography, and French. Maurice would like to go as far as he can in school.

Pat is an average student who particularly enjoys shop classes. Some friends and Pat's parents advise against her becoming a machinist, an occupation Pat would like to pursue. They feel the future trends, especially growing automation, will result in a lower demand for this occupation.

Debate: Get the Facts. Gather Your Wits. Take a Stand.

1. *Resolved:* That a student should receive enough skill training in high school to enable him/her to get a job (even if the student is planning post-secondary education).
2. *Resolved:* That girls and boys who have the required training should be able to enter any occupation, even some that have been traditionally associated only with males or only with females (e.g., plumber, bulldozer operator, dietician, etc.).
3. *Resolved:* That students should select a foreign language as part of their high school program.
4. *Resolved:* That one has to make a great deal of money in order to get maximum enjoyment out of life.

You're on Your Own

1. Write out questions you would like to ask SGIS.
2. Read a book from the library related to one of your career interests.
3. Interview a worker (parent, relative, neighbour). Here are some questions that you may want to ask:
 - How did you happen to choose your occupation?
 - What training do you have?
 - What do you enjoy most about your job?
 - What particular skills are needed?
 - Does your job involve heavy or light work? Is it mainly indoor or outdoor work? What are the working conditions like?
 - Did you plan to enter your particular field of work, or was it just a chance happening?
 - If you had the chance to choose an occupation again, would you do anything differently?
 - What advice would you give a young person about planning a career?



Notes

